



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ample) may enliven a serious address but, put into print, it may really blot the book. The careless superlative, so often used in the essay on "John Milton," may become a harmless comparative with a hearer, but in grim black and white it irritates a reader. The essay just mentioned, in its style, its proportions, and its carelessness, is unpardonable. The judgment which devotes five pages to *Lycidas* and one to *Paradise Lost*, while asserting that "the popular theory of creation which Lyall and Darwin overthrew was founded more on *Paradise Lost* than upon the Bible," is thenceforth subject to suspicion. When all has been said, these two posthumous volumes of essays add nothing to the reputation of Dr. Fiske with scholars or casual readers. Their publication is easily understood, but hardly excusable.

KENDRIC CHARLES BABCOCK.

The Teaching of History and Civics in the Elementary and the Secondary School. By HENRY E. BOURNE. [American Teachers' Series.] (New York, London, and Bombay: Longmans, Green, and Co. 1902. Pp. x, 385.)

IN the preface the author modestly states that his purpose is "to aid teachers of history, and especially those who have not had special training in historical work, better to comprehend the nature of the subject." That this purpose will be attained there can be no doubt, for this is the latest and best book upon the teaching of history. The causes of its excellence are patent. In the first place, it is the work of a trained historical student who is familiar with the best literature of his subject. In the next place, the method of presentation and the examples and illustrations that are used are sufficient evidence that the writer is a successful teacher. And in the third place, neither fads nor radical methods are here advocated. Sanity of judgment and catholicity of view command the confidence of the reader from the first page to the last. Although the title of the book is *The Teaching of History and Civics*, the latter subject is treated rather incidentally. Only two short chapters discuss the aim and practical methods in teaching civics, and aside from that there is almost nothing. Again, as is natural, the work of the elementary school is subordinated to that of the secondary school, although in the programme of courses in history recommended for the former Professor Bourne departs more widely from prevailing ideas than he does in the case of the latter.

The book is divided, quite evenly, into two parts. Part I. deals with what may be termed the theory of the subject, covering such topics as "the meaning of history," "the value of history," "history in French and German schools," "the school and the library," "methods of teaching history," and "the source method." Part II. takes up the various divisions of the course of study, with practical suggestions as to the general method of handling each period, and with advice as to the use of books. In the first part one finds that all of the best literature upon the various topics has been considered, and there are excellent summaries of

the discussions of debated subjects. The conclusions reached are unusually sound, but if one differs from the author the bibliographies and references place him in a position to pursue the question farther on his own account. The treatment of "history as literature" (in Chap. I.), "the facts of most worth" (Chap. IX.), and "taking notes" (in Chap. X.) must appeal to the great body of teachers. Towards the end of the first part the author says, "As the first principle of method is the teacher, so also is the last principle." And, after all, the entire book is a plea for better-trained teachers of history, and it shows well the necessity of such training, if the work is to be successfully done. In the second part of his book Professor Bourne lays himself open to criticism. One might object to the proportion of space devoted to the various periods; for example, over one-third of the whole is given up to ancient history. In view of the very general acceptance of the *Report of the Committee of Seven*, one might regard as unwise the placing of the limits of medieval history at 395 A. D. and 1560, and the rearrangement of modern European and early American history in such a way as almost to obscure the history of England. These criticisms, however, would not vitiate the value of the work, for the author disclaims any intention of marking out rigid courses of study and just because they represent a new point of view the suggestions made are all the more helpful to one who would distribute the matter in a different way.

A more serious objection might be made to one man's attempting to cover so many fields. Taking, for instance, subjects with which the reviewer happens to be more familiar, he notes the failure to mention Larned's *Literature of American History*. A specialist in American history would have known that the work was in press and, since other forthcoming books are noted, would have included a reference to this. In the treatment of England's relations to her American colonies no mention is made of Beer's *Commercial Policy of England*, for the teacher perhaps the most helpful treatise upon this subject. And in the references for western emigration Professor Turner's articles are omitted, which are the most important of all for this feature of American development. Such omissions are regrettable, but there are compensating advantages in the unity of treatment from all subjects' being covered by the same person, and it must be said that the work as a whole has been well done.

MAX FARRAND.

The Economic Interpretation of History. By EDWIN R. A. SELIGMAN. (New York: The Columbia University Press; The Macmillan Co. 1902. Pp. ix, 166.)

THE purpose of this book, which is a reproduction with a few unimportant changes of the author's articles in volumes XVI. and XVII. of the *Political Science Quarterly*, is to familiarize American readers with a solution of the problem of social dynamics, which has been engaging the lively attention of thinkers in Europe during the past few decades. The